

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching English to Young Learners**

According to Sabilah (2004), as a child, listening and observing is the first thing that they learned; the stages of reception or recording. In teaching children or young learner the teacher should know the way to teach them. Especially, English teachers can scaffold children in understanding the language they use in daily communication. Teachers need to speak in form of simple language which has similar characteristics as ‘motherese’ (Sabilah, 2004:119):

1. The utterances have clear context and concrete referents,
2. About interesting and relevant objects or information,
3. Linked to action; great use of facial expression and gestures,
4. Clear pronunciation,
5. At slower rate of speech,
6. Shorter, less complex sentences,
7. More repetitions and rephrasing,
8. And great use of media to make message more concrete.

In addition Sukarno (2008:59), in teaching-learning process, the English teacher must know the kinds of language learning resources for young learners, as follows

- a. As interesting activities which children usually do in their daily lives, learning resources are the main materials which are ordered and learned.

- b. Ideal teacher to young learners are those who are familiar with songs and games in English. They are able to order those materials into becoming interesting ones. Therefore, learning resources for children must be appropriate for children's aptitude, will, world, and so forth.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

So, by having theories on teaching learning EYL, teacher will be able to design materials, to teach well, and to suggest what approaches, methods, and techniques to be used.

## **2.2 Characteristics of Young Learners**

According to Scott and Ytreberg (1990: 1) children can be divided into two main groups – Level one and Level two; the five to seven year olds and the eight to ten year olds. The five to seven years old is the beginner stages. Followed by Suyanto (2010: 15) children or young learners can be divided into two groups: Younger Group (6-8 years old) and Older Group (9-12 years old). In addition, based on the classroom stages young learner can be divided into two classes, Lower Classes (1, 2, and 3 grade) and Upper Classes (4, 5, and 6 grade).

The characteristic of young learner (child psychology) based on Sabilah et al (2009:23-25) are divided into ten. They are:

- a. **Development Stages:** young learners or children have to go through the process of brain development, including language development. The first thing children learn is by listening and observing.

**b. High Curiosity:**

- Children are high of curious, that is why they would throw their toys to see the result or to know the effect. They would also disassemble toys to see how or why they tick. This is the period when they are naughty in the eyes of the adults and sometimes they get punishment when, in fact, it is a part and a parcel of growing up.
- This is period when they begin to ask “why”. They will grill us with a thousand “whys” and the adults sometimes get exasperated because they cannot answer some questions.

**c. World of Constant Surprise and Revelations;** the world is full of surprise and revelations for children. Our environment usually also provides revelations to them and all the things reveal something new to them.

**d. Children Love Repetition:** based on this principle, we can teach children English by doing repetition of the same feature, for example, by drilling certain difficult English sounds in songs.

**e. Center of His/her Small World:**

- Children are egoistical, as the center of the world is they themselves. Later on, they will slowly learn to tolerate when they have a new sibling or when they go to a playground or kindergarten where they learn how to tolerate and socialize with other children. Sometimes an only child be very selfish due to the fact that he or she is spoiled by the parents.

- In the terms of learning language, we have to realize that a child's world is still limited, so we cannot introduce things beyond his/her world. Introducing abstract idea is extremely difficult but it does not happen with all children. What we can do is giving example.

**f. Accept the Second Language on Faith:** young children accept second language on faith, the faith of child. They believe in their teacher. They do not question the teacher's ability or the validity of what he/she offers them. Sometimes they believe in their teachers more than their parents. They think their teacher always right and can do no wrong.

**g. Short Attention Span:**

- The children cannot concentrate on things for a long time as they do not have long attention span yet. Therefore, we should prepare a lesson consisting of a number of different activities to keep interest and attention alive.
- In addition to short attention span, they focus on here and now, so the activities should be designed to capture their immediate interest.

**h. Hands-on Activities:** children learn best by hands-on activities and it can be in the form of project.

**i. Use of Five Senses:** learning a foreign language by using the five senses would help retaining what has been learned in the long-term memory much longer (the principle of the total physical response and suggestopedia).

**j. Languages are Learned with the Heart and Love:** the process of learning foreign language must be a living emotional experience. Therefore, the teacher must teach them with love, something not everybody can do easily.

In addition Scott and Ytreberg (1990: 1-4) characteristics of young learner are:

1. Level One (5-7 year olds)
  - They can talk what they are doing.
  - They can tell you what they have done or heard.
  - They can plan activities.
  - They can use logical reasoning.
  - They can use their vivid imaginations, and so on.
2. Level Two (8-10 year olds)
  - They can tell the different between fact and fiction.
  - They ask question all the time.
  - They are able to make some decisions about their own learning.
  - They have definite views about what they like and don't like doing, and so on.

### **2.3 Characteristic of Young Learners' Teacher**

Based on Scott and Ytreberg (1990: 11) having a sense of humour, open-minded, adaptable, patient, etc., will help you as a young learners' teacher but if you are a silent person you can work with attitude and abilities. The

characteristics of young learners' teacher are (2004, Sabilah et al, 2009; Suyanto, 2010):

**a. Abilities**

- **Having Excellent Oral Fluency**; an EYL teacher should command English very well, particularly oral mastery, including excellent pronunciation and lovely voice.
- **Having Knowledge of Child Psychology**; knowing child psychology would be great asset for EYL teacher as he/she would be able to handle young learner's problem with full of understanding.
- **Mastering Various Teaching Techniques**; an EYL teacher will be able to adjust her teaching with the class situation.

**b. Attitudes**

- **Loving Children**; the first and foremost commandment in being EYL teacher because if the children also love the teacher they will obey and put her on a high pedestal as the main authority in their young life.
- **Thinking Like a Child**; a good teacher should be able to think like a child so that they can understand what a child wants and the ways a child thinks. In handling a child's problem, he/she should be empathetic, that is trying to see it from the child's viewpoint.
- **Animated, Lively, and Enthusiastic**; a teacher who is not animated, not *lively*, and not enthusiastic will certainly be out of favor with children. The teacher's behavior should match the children's so there will be mutual

understanding between them. A teacher who is passive and phlegmatic should not be a teacher for young learner.

- **Humorous**; children laugh a lot and like humor. Something that is not humorous at all adults can be humorous for children. That's why a good teacher should possess a good sense of humour.
- **Being Aware and Showing Non-verbal Language**; children are sensitive to non-verbal language. For this reason, a teacher should be careful in this case. They can sense when the teacher is angry or unhappy.
- **Patient**; teaching small children is not an easy job. Not everybody can do it as it requires great stamina and lots of patience.
- **Being a Special Person**; teaching young learners need special person. The science of teaching young learners can be taught, but there are many others traits that cannot be obtained by training as they are *innate*.

As a young learners' teacher they have to be able to develop the materials because they have to be active, creative, helpful, open, and has sufficient English proficiency. By having those characteristics, it will help them to develop the material and by developing good materials they can teach and transfer the knowledge to the students.

## 2.4 Material Development

There are some factors that influence young learners, mother tongue, social interaction, family background, teaching media, and teaching material (Suyanto, 2010; 21). Kinds of teaching English material for young learners that will be developed depend on teaching aim and language skills. Language skills (listening,

speaking, reading, and writing) and language components (structure, vocabulary, and pronunciation) determine the kinds of teaching material that appropriate with students need. It should be more selective in deciding the materials when teacher teach EYL in school or in an English course. Based on Sabilah (2004), in developing the materials, the teachers depend on the curriculum or syllabus and in designing the syllabus; following points are worth considered

**a. Be Realistic**

Teaching materials should be in line with students' need. A too difficult material will raise both teacher's and student's frustration level. However the effect to the young learners is greater as this frustration will eventually lead them to turn of English.

**b. Use Concentric Method**

In selecting the grammar and vocabulary, teacher should consider topics that students are familiar with. Start by doing certain topic within students' immediate environment such as classroom, families, and clothes. Gradually, the topics may shift something more distant. By then student's vocabulary and grammar will have been able to cope with it.

**2.5 How to Develop the Material**

Based on Suyanto (2010), in making teaching material include some processes and activities those are planning, adapting, writing, teaching, and evaluating. Generally, in designing the materials there are three ways to develop it, as follows;



**a. Materials Adoption**

Teacher can divide teaching material directly by using things around them without changing anything. Teachers who want to adopt teaching material usually do some processes, as follows:

1. Collect text books or references are relevant with the subject,
2. Evaluate teaching material that should be appropriated with the students' need and the learning's aim,
3. Choose the material from the text book that appropriate with program and classroom,
4. Arrange the material from the main material will be given to the students.

**b. Materials Adaptation**

In adapting the materials, teacher can add, reduce, change, or/and delete some parts of the teaching materials that is not relevant with students' need. In developing materials by adapting, the teacher not only thinks how to apply but also thinks how to make the material appropriate with students' need and it should be considered with the teaching aim.

**c. Materials Writing**

Different from those two ways in materials development, materials writing include some steps to follow:

- Formulating teaching aims.
- Determining approaches and teaching materials.
- Determining the content; themes, topics, or language function.

- Applying all the ways in developing the materials; adopting, adapting, and modifying some parts.
- Applying the material in small case.
- Doing Reflections and revision teaching material.
- Writing down and finishing the product as the teaching material.

Those are about how to develop the materials but the teacher can make own ways to develop it. Therefore, young learners' teacher can add, reduce, modify, or write their own materials. They can use all things for being a good material depend on the classroom activity.

## **2.6 How to Implement the Material**

Related to the material development, teacher has to be able to use and apply an interesting teaching and learning techniques. The teachers are expected to build students' motivation and it will help the teacher to implement the materials.

Based on Suyanto (2010) there are some techniques to implement EYL, they are:

- a. **Listen and Repeat:** this technique can be used in gathering, speaking or reading activities. Teacher says and students listen and then teacher says for second time and the students repeat.
- b. **Listen and Do:** teacher says and orders something; students listen carefully and do what teacher's said.
- c. **Question and Answer:** for the beginner teacher can give an example by giving question and answer. And for the next, apply the real question-answer activity by giving simple question.

- d. Substitution:** this technique is used to omit a part of the sentence and ask the students to replace with the synonym. It can be used in gathering, reading, vocabulary, and grammar activities. One of the important things in this technique is by giving simple sentence in saying clearly because this practice is mechanical drills.
- e. Draw and Colour:** for the lower classes it can be used and it should be appropriate with real life.
- f. Listen and Identify:** teacher drill students by giving almost same pronunciation and students identify to know the differences.
- g. See differences:** to drill the students observe in finding the similarities and the differences between two pictures.
- h. In-pair:** this activity motivates the students to do interaction and learn how to commend opinion.
- i. Group Discussion:** it is always started with problem solving and students need to find the solutions.
- j. Cooperative Learning:** there are some elements in cooperative learning, they are
- There are positive dependence;
  - There are interaction or face-to-face;
  - There are communication both of group member;
  - There are responsibilities in each member or individual;
  - There are evaluation process in group;
  - There are information gap that make students learn something.

- k. Questioning and Inquiry:** questioning is done by the teacher to push, guide, and assess students' skills. Questioning is done by the students to get information before do inquiry activities. Inquiry activity is started with observing, questioning, then analyzing and finished by making conclusion.
- l. Modeling and Demonstrating:** this technique for giving example to the students how to do, learn, and make something.
- m. Concept Mapping:** this technique uses for drill the students in linking some concept.
- n. Brainstorming:** this activity uses for making students be more active and it can be collaborated with concept mapping.
- o. Outdoor Activity:** the students can do the activities outdoor for knowing the environment around them.

By implementing those techniques, the teacher can develop the materials depend on the classroom activities and students need. For implementing the material the teacher should have basic theories in applying the materials.

## **2.7 How to Evaluate the Activities**

By developing and applying the materials in the class, the last important things that should be done by the teacher is evaluating. Based on Suyanto (2010), in evaluating English subject in elementary levels teacher gives a test or daily examination (formative) and end with mid-term test and final test (summative). There are two kinds of doing evaluation based on how to assess; a) assessment that are done while teaching learning process (on going assessment), b)

assessment in the end of the teaching learning process or semester (overall assessment).

According to Sabilah et al (2009), journals, portfolio, role-play, audiotapes of discussions, self-evaluation questionnaires, teacher observations, and anecdotal records to assess the performance of the students are widely variety formats that use in alternative assessment. Alternative assessment itself is a useful means of gathering evidence regarding how learners approach, process, and complete real life tasks in target language (Ghaith, 2002). In addition Suyanto (2010), there are some kinds of authentic assessment that appropriate in teaching and learning language, as follows:

- a. Portfolio
- b. Peer or group working
- c. Interview and group discussion
- d. Review
- e. Recording of students' performance
- f. Teacher's observation
- g. Students' essay, poetry and performance
- h. Role play

The following part describe the use of portfolios, tables, and rubrics as useful a means of alternative assessment (Sabilah et al, 2009 and Suyanto, 2010).

#### **a. Using Portfolio**

Portfolio is described as a collection of student works including a reflection of the work either made by student himself or by his peer and judgments about its

content made by the teacher. Based on Huba and Freed (2000) there are two types of portfolios that can be used in the assessment process:

1. The All-inclusive Portfolio

This portfolio is a collection of all students' works during the learning program. It provides a complete record of students' achievement for the teacher and the students to review. This type may be considered a day-to-day record of progress.

2. The Selection Portfolio

This type is developed to achieve the specific goals. 'To celebrate the achievement of learning outcomes' is one of the goals which is suitable for young learners.

**b. Using Tables and Rubrics**

The purpose of using tables and rubrics is to grade students according to their persistence and determination in learning English. In using tables for young learners, the teachers will be helped to discuss with the parents about the strength and weakness of their children in learning English.

The purpose of using rubrics is to give feedback in student learning. A rubric is also a useful means in assessing students' performance in various assessment activities such as role-play and other performances.

The last process that should be done by the teacher is evaluates or assess the student work. It can be in the middle or in the last of teaching and learning process. Besides, the teachers can use widely variety format of assessments such

as portfolios also tables and rubrics. Those formats will help the teachers in evaluating the whole activities and help the students in increasing English.

